



**Natural History & Environmental Cultural Heritage in
European Digital Libraries for Education**

Natural Europe Pathway Authoring Tool Manual



Project co-funded by the European Commission within the ICT Policy Support Programme

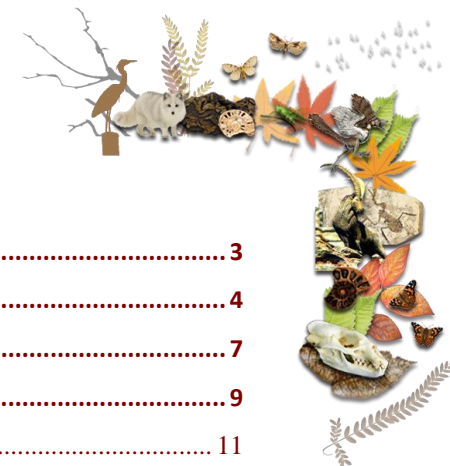


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1 Introduction

'Place museum visitors in the centre of an exhibition that is both physical & virtual using technology, services and learning content to provide personalized, appealing educational experiences; changing the way museum education is perceived and conducted, worldwide.'

Natural Europe project vision

Bringing the museum to your classroom...

Educational activities outside the classroom have a great potential of engaging students in practical activities that allow experimentation and help consolidating the theoretical background presented in the classroom. When these activities take place in settings such as museums, places of discovery and wonder, learners can build their knowledge while playing and exchanging social and scientific information.

In order to make the most of it, a museum visit (either physical or virtual) needs to be carefully planned and prepared by the teacher or the museum educator. To support teachers in their effort, we came up with the **Natural Europe Educational Pathway**, a framework that integrates the pedagogical requirements of a learning activity taking place outside the classroom. Although typically the pathway revolves around a visit to the museum, the learning experience needs to be embedded in a context that allows the preparation of the learner before the visit and exploits through follow-up activities the visit's learning outcomes. To address these requirements, the Natural Europe Educational Pathway consisting of three (3) main phases: the *Pre-Visit phase*, the *Visit*





phase and the *Post-Visit phase*. Each of the three phases includes one or more Teaching steps guiding the implementation of the teaching activities (i.e. Question Eliciting Activities, Active Investigation, Creation, Discussion and Reflection).

The aim of this Manual is to introduce the **Natural Europe Pathway Authoring Tool** and guide teachers and museum educators through the design of such online Educational Pathways by providing a step by step design tutorial.

The Natural Europe Authoring Tool is a database of educational pathways, where educators can **create** their own pathway and **share** them with the community, while **making use of a large collection** digital resources from **Natural History Museums** and collections such as **Europeana**¹, a European-wide cultural heritage digital library. Learners can use the Tool to **follow educational pathways** and **play with digital resources**.

For more information on the concept of Educational Pathway and the learning theories behind it, the **Natural Europe Educational Pathway Handbook** complementing this Manual is available online at <http://wiki.agroknow.gr/agroknow/index.php/Resources>. The Handbook also discusses the potential of museums to foster learning and guides teachers and educators through the design of learning activities that allow them to make the leap between classroom and museum.

The present document was created in the context of the **Natural Europe² project (NE)**, a European funded project which aims to: a) facilitate the search and retrieval of digital library objects related to Natural History, Environmental Education, and Biological Sciences; b) provide educators with the necessary software tools to design innovative online pathways using digital collections of Natural History Museums; c) encourage visitors to follow educational pathways and exploit high quality digital content available in Natural History Museums.

¹ <http://www.europeana.eu/portal/>

² <http://www.natural-europe.eu/>



2 Natural Europe Educational Pathway Authoring Tool

In order to help educators design innovative Educational Pathways, an online software tool that guides them through each step of the pathway design is developed in the context of Natural Europe project. The Natural Europe Authoring Tool is a database of educational pathways and digital resources.

The resources hosted by the software tool can easily be **searched**, **retrieved** and **integrated** into your pathway, but there is also the option to **upload** and **store** your own resources. More than being just an authoring tool for teachers and educators, the software allows visitors to **follow educational pathways** and **play with digital resources** belonging to various museums. Students and learners can directly receive guidelines and complete educational pathways prepared by educators.

The following section includes a brief overview of the Natural Europe Pathway Authoring Tool. In order to access the tool, **open a browser window** and **type the following address**:

<http://education.natural-europe.eu>

Figure 2.1 represents the **Main page** of the Natural Europe Pathway Authoring Tool. On this page the visitor can **browse** through the listed pathways of the Pathway Repository and **access** them by selecting the **GO NOW!** button.



[Sign-in](#)

Pathways

[Learning Material Search](#)

Pathways Repository



Olive tree mythology teacher
pathway

[GO NOW!](#)



RENEWABLE, GREEN, CLEAN?
Wind Energy & Solar Energy (PV)

[GO NOW!](#)



Dinosaur Tracks fieldwork as an
Exomuseum

[GO NOW!](#)



Restless Earth

Figure 2.1: Main Page of NE Authoring tool



2.1 Sign in

Natural Europe Pathway Authoring Tool

Log In [Go to Home Page](#) | [Lost your password?](#)

Username *

Password *

Remember Me? ☐

Log In

Figure 2.2: Log in

To **have access to more functionalities** including creating your own pathway and uploading resources, **Sign in is required**.

Select the [Sign-in](#) button located on the top right corner of your screen and complete the required fields by providing your **Username** and **Password**.



2.2 Dashboard

Once you have logged in, the **Dashboard** of the Pathway Authoring Tool provides you with an overview of what is available on the site.

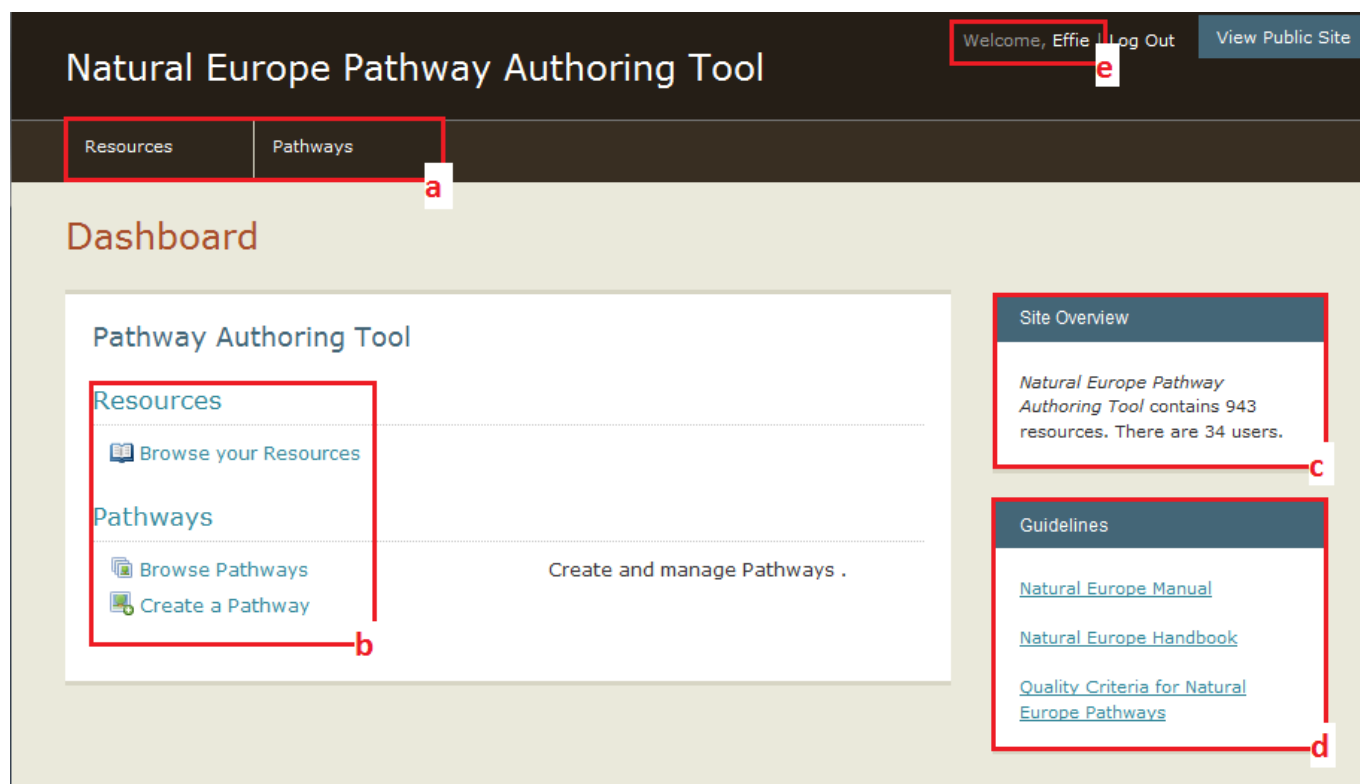


Figure 2.3: Dashboard

The main toolbar consists of two sections: **Resources and Pathways** (Figure 2.3 – area “a”).

You can either access Resources and Pathway sections from the toolbar or from the links provided right below the toolbar: **Browse your resources**, or **Browse/ Create a pathway** (Figure 2.3 – area “b”).

On the right column of the Dashboard you can check the **Site Overview** (number of items and users of the site) (Figure 2.3 – area “c”), **Get online help** (Manual, Handbook, Quality Criteria) (Figure 2.3 – area “d”)



If you want to edit your personal information you have to click on the top right corner (near log-out) your name (Figure 2.3 – area “e”) and then system provides a form where you can change your information (name, email, username, password) (Figure 2.4).

Username	<input type="text" value="Stauros"/>
First Name	<input type="text" value="Papadopoulos"/>
Last Name	<input type="text"/>
Email	<input type="text" value="museumstaff@yahoo.gr"/>
Institution	<input type="text"/>
Change Password	
Current Password *	<input type="password"/>
New Password *	<input type="password"/>
Repeat New Password *	<input type="password"/>

Figure 2.4: Personal Account



2.3 Resources

Natural Europe Pathway Authoring Tool

Resources Pathways

Browse Resources (24 total)

Ingest a Resource Add a Hyperlink Add a File

Quick Filter: All · Public · Private
Toggle: Show Details

Search
Advanced Search

1 2 3 Next Last

Title	Type	Public	Date Added
Vanessa atalanta Details · Edit · Delete	Hyperlink		01.20.2012
bad_wolf Details · Edit · Delete	Photos	✓	01.09.2012
wolf_sheep_shadow Details · Edit · Delete	Photos	✓	01.04.2012

Figure 2.5: Resources Management

The **Resources** area consists of **Resources Management** options such as **Basic** and **Advanced Search** (Figure 2.5 - area “b”) with additional parameters such as *Type*, *Range*, *Keyword*. Also you can **filter** you results (Figure 2.5 – area “d”) with additional parameters such as *Public/Private Resources* etc.

Users can view the resource’s **thumbnail/image preview** (Figure 2.5 – area “a”)



Figure 2.6: Thumbnail/image preview



2.3.1 Add a Resource

You can **Add a Resource** (Figure 2.5 – area “c”) into your repository by three ways.

1. You can **add a file** from your personal resources (ex. from your local disc)

Add a file

***Title**

***Description**

***Type**

Photo ▾

Add File

Find a File

Anaζήτηση...

Add Item

Figure 2.7: Add a file



2. **Add a hyperlink:** you can enter a URL that links to another website/source

Add a Hyperlink

*Title

*Description

*URL

Add Resource

Figure 2.8: Add hyperlink

3. **Ingest a resource** by searching within 3 repositories (Figure 2.9 – area “a”):

- a. ARIADNE (<http://www.ariadne-eu.org/>),
- b. Europeana
- c. Natural Europe Cultural Collections



In the "**Ingest a Resource**" option you can search for an item through the available repositories. After you decide on the ones that interests you, then click the "**Add it to my repository**" button (Figure 2.5 – area "b"). After adding the resource in your *Resources* then you can add some extra metadata.

Moreover, you have the option to **filter** the results according to the following parameters: *image, text, sound* or *video* (Figure 2.5 – area "c")

Please mind that all the resources uploaded **are not** "Public" by default. If you would like to use a resource in your pathway, and therefore be visible to others, then you have to make this resource **public**.

Please mind that if a resource has been already uploaded on the Multimedia Authoring Tool, then it can be found in the Natural Europe Cultural Collections and be added to your „Resources" collection following the „Ingest a Resource" procedure. You can search the resource by entering its title or keywords in the „search" option (Figure 2.9).



Ingest a Resource from Natural Europe federation



Search in Natural Europe:

Filter results by type:

IMAGE TEXT VIDEO SOUND

JPG **TEXT**  

You search: campanula
Total results : 26

Natural Europe (26)

Europeana (1502)

Ariadne (7)

Campanula hierapetrae

[Access to the resource](#)

[View Metadata](#)

Add it to my Repository

Campanula saxatilis

[Access to the resource](#)

[View Metadata](#)

Add it to my Repository

Figure 2.9: Ingest a Resource



The procedure is:

- a. Click on the tab **"Ingest a Resource"** (Figure 2.5 – area "c"). Then the system provides a **"search box"** where you can search within the 3 repositories of Natural Europe Federation (ARIADNE, Europeana and Natural Europe Cultural Collections) (Figure 2.9 – area "a") by entering a keyword.



Figure 2.10: Search box to ingest a resource



b. System searches through the 3 repositories and then returns the **results**

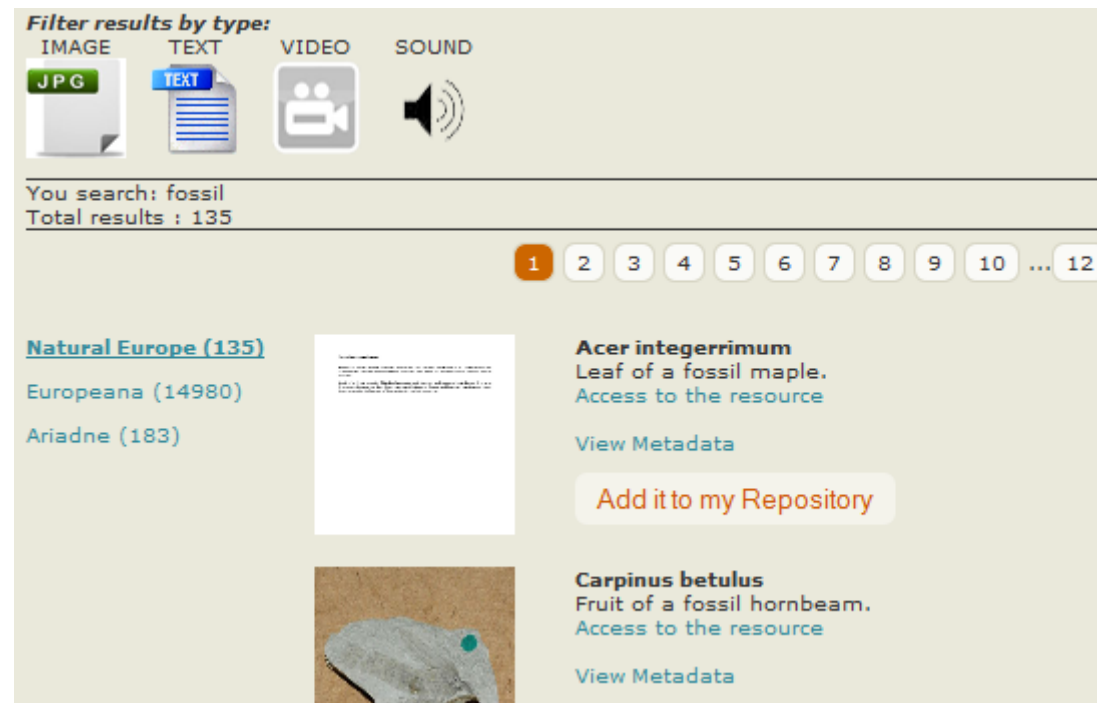


Figure 2.11: Results to ingest a Resource

c. Click on the tab “**Add it to my Repository**” in order to insert an item into your collection, where you can enrich it with educational metadata.

Add it to my Repository

Figure 2.12: Add it to my Repository



2.3.2 Edit a Resource

You can edit a resource

1. By clicking the *edit* button on **Browse Resource** page (Figure 2.5 – area “a”), or short after you *add the resource* into your repository, with any of the three aforementioned ways, the system will redirect you to the form where you can edit the metadata of the resource.
2. In the **Edit a Resource** page you can select from the left sub-menu (Figure 2.13 – area “a”) the **type of metadata** you would like to configure
3. Then you can **change the element** of your choice (Title, Description)
4. You can make the Resource “**public**” or you can “**Delete**” it if you want (Figure 2.13 – area “b”)
5. Finally, if you want to save the changes that you made to the resource you just have to click the button “**Save Changes**” (Figure 2.13 – area “c”)



Edit Resource #2352: "Fish"

General
Educational
Rights
Classification
Url

Title
Fish
[Add](#)

Language
English
[Add](#)

Description
This fossil is part of the body of the Jurassic fish Lepidotus. Incomplete fossils like this one are much more common than complete fossils. When an
[Add](#)

Delete this Item

Public: ☐

Save Changes

Figure 2.13: Edit the metadata of a Resource



2.4 Pathways

The **Pathways** area, accessible from either the Dashboard links or the toolbar, provides a list of the Pathways available on the site. To read more about each Pathway, click on the Title link. Logged in users can also **Add their own Pathway** (Figure 2.14 **Error! Reference source not found.**- area “a”). For step by step guidelines on how to create your own Pathway, go to chapter 3.11 *How to create a Pathway*.

Natural Europe Pathway Authoring Tool

Resources

Pathways

Browse Pathways (2 total)

Add Pathway

a

Title	Public	Edit?	Delete?
Sea Turtle		Edit	<div>Delete</div>
Whale at Entrance		Edit	<div>Delete</div>

Figure 2.14: Pathways





3 Design your Educational Pathway

Before starting to develop your own Educational Pathway using the Natural Europe Authoring Tool (<http://education.natural-europe.eu>) it is important to remember that an Educational Pathway consists of text, images and a number of educational resources. Moreover a Pathway is structured in several sections guiding you through the visit and teaching phases. The Authoring Tool gives you the opportunity to create your Pathway online and to upload your own resources, but also to use the ones available on the site. Resources can include images, videos, links, documents and presentations.

Therefore, before starting the creation of your Pathway, you might want to make sure that all the images and resources you plan to include in your Pathway are uploaded and available on the tool. This chapter will focus on how to Create a pathway.

3.1 How to create a Pathway

In order to create a Pathway on the Natural Europe Authoring Tool, follow the steps listed below:

- ✎ Sign in at <http://education.natural-europe.eu> for more info check section 2.1 *Sing In*
- ✎ Go to the **Pathways** tab and click on **Add Pathway** button (Figure 2.14–area “a”) alternatively select **Create a pathway** from the Dashboard (Figure 2.3–area “b”);

3.1.1 Pathway Sections



✿ Complete one by one the **Pathway Sections: Introduction, Pre-visit Phase, Visit Phase and Post-visit Phase**

✿ Each section consists of one or more pages corresponding to the teaching steps of an Educational Pathway. For each page, select **Edit** to start filling it in or **Save and return to Pathway** after you have completed all the pages.

- **Introduction section** consists of two (2) pages: *Guidance for Preparation, Connection with Curriculum*.

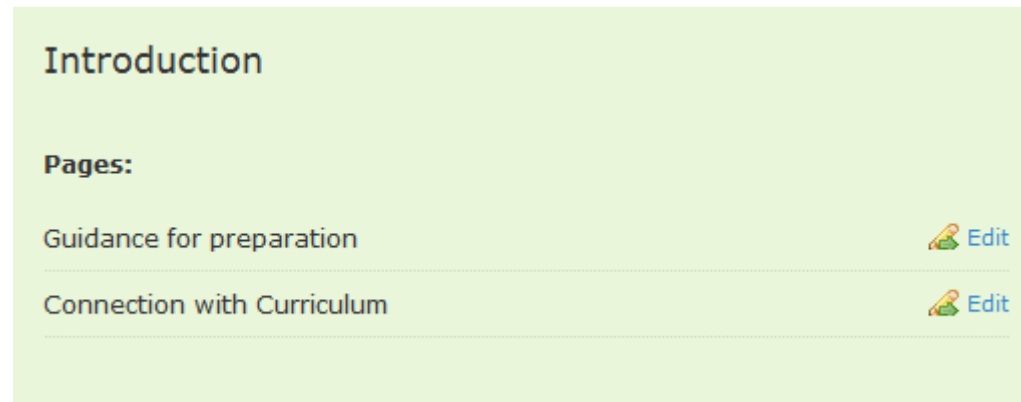


Figure 3.1: Introduction section

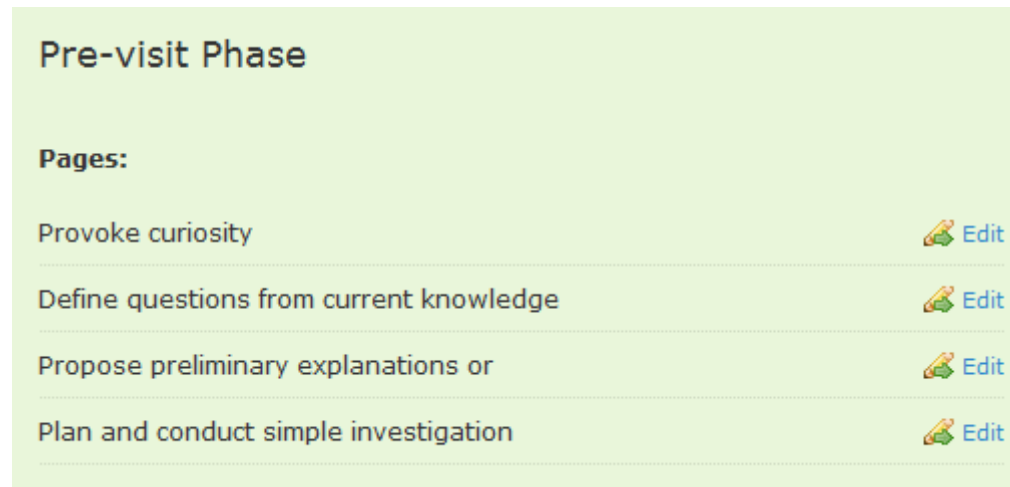


Figure 3.2: Pre-visit section

- **Visit phase** consists of three (3) pages: *Gather evidence from observation*, *Explanation based on evidence* and *Consider other explanations*.

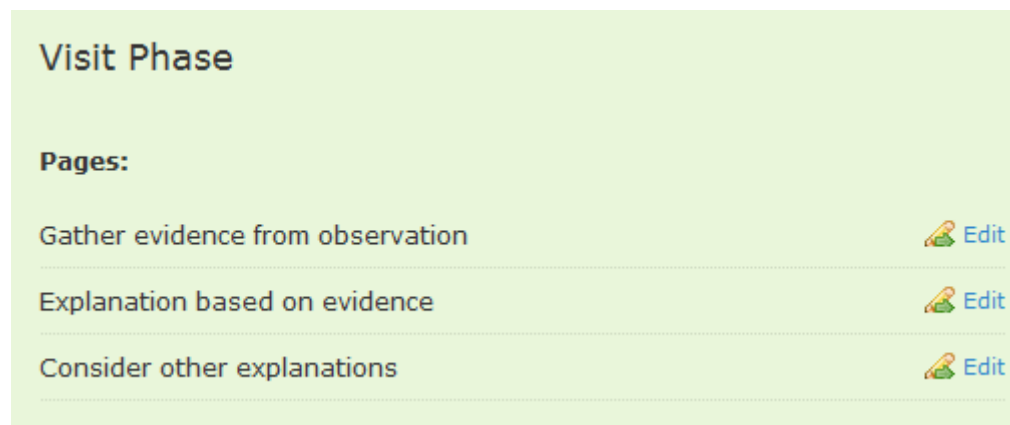


Figure 3.3: Visit phase



- **Post-visit phase** consists of three (3) pages as well: *Communicate explanation*, *Follow-up activities and materials* and *Sustainable contact*.



Figure 3.4: Post-visit phase

3.1.2 How to fill in a page

All the pages from the different sections of the pathway have an identical structure that allows you to insert text, images and connect supporting material and Europeana objects with just few clicks. Additionally, if you cannot find the resource that you are looking for, you can **Add a new resource**.



[Pathways](#) > [RENEWABLE, GREEN, CLEAN? Wind Energy & Solar Energy \(PV\)](#) > [Pre-visit Phase](#) > [Edit Page](#)

Preview Pathway

Quality Criteria for Natural Europe Pathways

[Click to add Supporting Materials](#)

Resources that will be added here serve as complementary to the items attached on the pathway

Power station, Isle of Grain, Kent







Page Content

1

Click to attach a resource from your collection.

Attach a Resource

2

B *I* U      Paragraph  HTML

The teacher, prior to any discussion, shows to the students

- a [video](#) for the production of energy in a traditional energy plant and the climate change,
- a [photo](#) of a traditional energy plant.

In the end of the projection, the teacher asks the students to comment and describe the content of the video.


Figure 3.5: Page structure



- ✿ Start by filling in the page with **text**. Use the **Rich text editor** to format your text (up to 4 text-boxes).
- ✿ In each phase of the pathways the user can add an image as:
 - An attached item (see button "**Attach a Resource**" that is placed on the top of the text box in the main area of each page) (Figure 3.5 – area “b”)
 - **Supporting material** - either image, or page, or any link from the library (resources) that the user has in the Pathway Tool (using the button **add supporting material** on the upper right part of each page) (Figure 3.5 – area “a”)
 - **Link** within the text of each phase of the pathway (through the insert link button in the text editor)

The differences between the above are:

1. With the "attach" option you insert images that appear inside the pathway text (used as the main material of the pathway, the most important - up to 4 items)
2. With the "supporting material" you insert images and links, etc that appear in small thumbnails (preview) alongside the text of the pathway (used for material that complements the pathway).
3. Links provided in the text can only be links to external websites and not within the Natural Europe Pathway Authoring Tool

- ✿ **Add supporting materials** (Figure 3.5 – area “a”); Select an item or choose it from the list provided and click **Insert**. Please note that only public items will be listed in supporting materials. The item will be displayed in the **Supporting materials** section of the pathway page. If you want to remove a supporting material from the list click on the  icon.



Select an object to add

All Items: Choose an Item or (Nothing) ▼

Insert Cancel

Figure 3.6: Select supporting material



- ✚ **Attach a Resource** (Figure 3.5 – area “b”) Select a resource from the list and then click “Attach Selected Item” (Figure 3.7 – area “b”).
- ✚ You can also search through the items (advance and basic search options)(Figure 3.7–area “a”).

Attach an Item

Show Search Form

1

2


3

4


Next

Last

13291 Bankovka



10863 Prospekt - ochrana prírody



Attach Selected Item

Figure 3.7: Attach a resource



✎ Select the **Preview Pathway** link to check how your Pathway will look like once published.

✎ Select from the breadcrumb the section that you want, in order to edit only this section.

[Pathways](#) > [RENEWABLE, GREEN, CLEAN? Wind Energy & Solar Energy \(PV\)](#) > [Pre-visit Phase](#) > [Edit Page](#)

Figure 3.8: Edit page - Breadcrumb

✎ Select **Save** or **Save and return to pathway** to complete the other pages on the sections of the pathway.

Save and Return to Pathway or **Save** or [Cancel](#)

Figure 3.9: Pathway page

3.1.3 Pathway Metadata

In order to describe your pathway, you have four (4) categories of metadata available: **General**, **Educational**, **Rights** and **Classification**.

Start by providing a **slug** for your pathway. The slug corresponds to the URL of the specific Pathway and should be unique.



Pathway Metadata

General
Educational
Rights
Classification

Title	RENEWABLE, GREEN, CLEAN? Wind Energy & Solar Energy (PV)	English	Remove
Add			
Language	English		
Description	examination of two renewable energy sources	English	Remove
Add			

Figure 3.10: Add pathway - metadata

In the **General** section, you can provide the **Title** and **Language** of the pathway and add a **Description**.

The **Educational** section focuses on the **Resource type**, **Intended end user**, **Learning context** and **Typical Age range**.

Provide information about **Copyright** and other restrictions in the **Rights** section.

Finally fill in the **Classification** sections and **Save changes** or **Save and Finish** if you have finalized your pathway.



Pathway Metadata

General

Educational

Rights

Classification

Copyright and other Restrictions ☒ Yes ☐ No

Are commercial uses of this resource allowed? ☐ Yes ☒ No

Are modifications of your work of this resource by other people allowed? ☐ Yes ☐ No ☒ Yes, if others share alike

Cost ☐ Yes ☒ No

Figure 3.11: License your work

3.1.4 Licensing your Pathway

Your Educational Pathway should include a License in order to inform other users about the conditions under which you prefer to share your work.

To select a license, fill in the Rights section of Pathway Metadata.


Select your preferences from the fields provided in order to decide whether you prefer to allow commercial uses of your work, modifications and if the pathway is available freely or at a cost.

Once you provide this information, the tool will select the appropriate license (e.g. a Creative Commons license), and make it available on the main page of the pathway.





4 Educational pathway - Step by Step Tutorial



Arctic Livelihoods

GO NOW!

Figure 4.1: Pathway starting point



**EDIT
MODE**

Pathway Sections and Pages














Introduction	
Pages:	
Guidance for preparation	 Edit
Connection with Curriculum	 Edit
Pre-visit Phase	
Pages:	
Provoke curiosity	 Edit
Define questions from current knowledge	 Edit
Propose preliminary explanations or	 Edit
Plan and conduct simple investigation	 Edit
Visit Phase	
Pages:	
Gather evidence from observation	 Edit
Explanation based on evidence	 Edit
Consider other explanations	 Edit
Post-visit Phase	
Pages:	
Communicate explanation	 Edit
Follow-up activities and materials	 Edit
Sustainable contact	 Edit


Figure 4.2: Pathway sections in Edit mode



**VISIT
MODE**




Arctic Livelihoods
Picture of reindeer herder marking a reindeer calf.



Title: Arctic Livelihoods
Description: The educational pathway presents different livelihoods in the Arctic. The focus of the pathway is to understand the challenges related to the sustainable use of the Arctic and its natural resources.
Language: English
Pathway last saved at : 2013-09-18 06:36:57
Name : Ari Laakso
Email : ari.laakso@ulapland.fi
Typical Age Range: 13-16
Intended End User Role: teacher

Email
Print
f t g+ s



Introduction Pre-visit Phase Visit Phase Post-visit Phase

Guidance for preparation


The Arctic Livelihoods pathway contains three different phases:

Pre-visit phase: This phase takes place in the school class. The teacher gives an introduction to the pathway and to the different Arctic livelihoods that has been chosen for the pathway. The idea is to ask the students about what they know about the different Arctic livelihoods. The students write down their thoughts on post-it stickers and each of the students should have the possibility to present their thoughts of at least one livelihood. The teacher gathers the post-it tags to be used later in the pathway.


Visit phase: The teacher books a visit to Arctic Centre. Please see contact information. During the visit the class is divided into 4 or 5 groups with the task to observe and find information related to the livelihood provided by the teacher. The focus of the visit is on climate change and its effect and influence on the different livelihoods. The students should deliberate on how climate change has effected the livelihood or will effect the livelihood. A science explainer will give a tour which focuses on the topic. After the tour is given, the students have some time to deliberate on the issue. The visit ends with a concluding session where each group shortly present their initial findings to the other students and teacher/science explainer.

Equipment: The pathway do not require any special equipment. Please reserve several blocks of different colour of post-it stickers to be utilized by the students under the different sessions and also poster material. The posters can also be produced using computers programs such as powerpoint and then be printed.

Supporting Materials



05920 Osaika puvho
dla vydana, JDC
znarka postova - fauna



Arctic Livelihoods

Connection with curriculum

The Arctic Livelihoods pathway is connected to the geography and biology curriculum. The pathway is made for students from 7th to 9th grade in the Finnish primary school. The topics that the pathway includes are:

- Northern livelihoods
- People of the north
- Indigenous peoples
- Northern culture
- Natural resources of the Arctic
- Climate change and global warming

Figure 4.3: Pathway sections in Visit mode



**EDIT
MODE**

Edit Page Content: "Provoke curiosity"

[Preview Pathway](#)

[Pathways](#) > [Arctic Livelihoods](#) > [Pre-visit Phase](#) > Edit Page Content: "Provoke curiosity"

Quality Criteria for Natural Europe Pathways

Insert Supporting Material



Add one of your resources as supporting material for this page. Resources that will be added here serve as complementary to the items attached on the pathway.

- [Eland](#)
- [Eland \[gewei\]](#)
- [Eland](#)
- [06769_Známka_poštová - fauna](#)

Page Content

Insert Image



Insert image: the image files added here will appear within the corpus of your pathway.

B *I* U Paragraph

- Do any of you eat reindeer? Do any of you eat fish?
- Do any of you own anything containing metal?
- How many of you biked to school today? How many of you came by car?
- What do you think of the weather lately. Good, bad, rainy, cold, warm?
- Why do you think that I ask these questions?

Figure 4.4: Pre-visit Phase in Edit mode



**VISIT
MODE**

Introduction
Pre-visit Phase
Visit Phase
Post-visit Phase

Provoke curiosity

- Do any of you eat reindeer? Do any of you eat fish?
- Do any of you own anything containing metal?
- How many of you biked to school today? How many of you came by car?
- What do you think of the weather lately. Good, bad, rainy, cold, warm?
- Why do you think that I ask these questions?

Supporting Materials

Eland

Eland [gewei]

Eland

06769 Známká poštová
- fauna

Define questions from current knowledge
Supporting Materials

Figure 4.5: Pre-visit in Visit mode



**EDIT
MODE**

Visit Phase

Pages:



Gather evidence from observation	 Edit
Explanation based on evidence	 Edit
Consider other explanations	 Edit

Figure 4.6: Visit pages in Edit mode



**VISIT
MODE**

Introduction
Pre-visit Phase
Visit Phase
Post-visit Phase

Gather evidence from observation

The visit to Arctic Centre's Arktikum Science Centre starts with a short brief to what observations the students must do during the guided tour in the exhibition. The main focus of the tour is to present the Arctic and the changes that are taking place inside the Arctic. The science explainer will especially focus on global warming and climate change in the Arctic.

The students should, during the tour, try to observe the impacts that climate change has on the Arctic livelihood that has been designated them by the teacher. Each student and group should write down the impacts they recognize, either positive or negative. The duration of the tour is 30 - 40 minutes depending on questions asked during the tour.

Explanation based on evidence

After the tour, the student groups are given 10 minutes to gather their views and thoughts regarding their topic. They should use post-it stickers to write down the impacts that climate change have on the livelihood. These are then presented in a concluding session in the exhibition class room. The science explainer and teacher functions as the mediator for the session. Both positive and negative effects are encouraged.

Consider other explanations

The science explainer then makes a concluding presentation of the findings presented by the students. At the same time the science explainer also tries to provoke the students to think critically. Can we say that climate change has both positive and negative impacts? Is it good that the forest grows faster and that the polar bears disappears with the diminishing sea ice. Is it positive or negative that we extract oil and gas in the Arctic, fuel that we use in our cars every day. Why don't we act so that we use as little energy and resources as possible? Why can't people change their behaviour?

General

Meta-Metadata

Educational

Classification

Lifecycle

Format

Rights

Supporting Materials

Arktikum Science Centre, Arctic Centre

Arctic Centre

Arctic map

Graphic Illustrations of Animals

Figure 4.7: Visit pages in Visit mode



**EDIT
MODE**

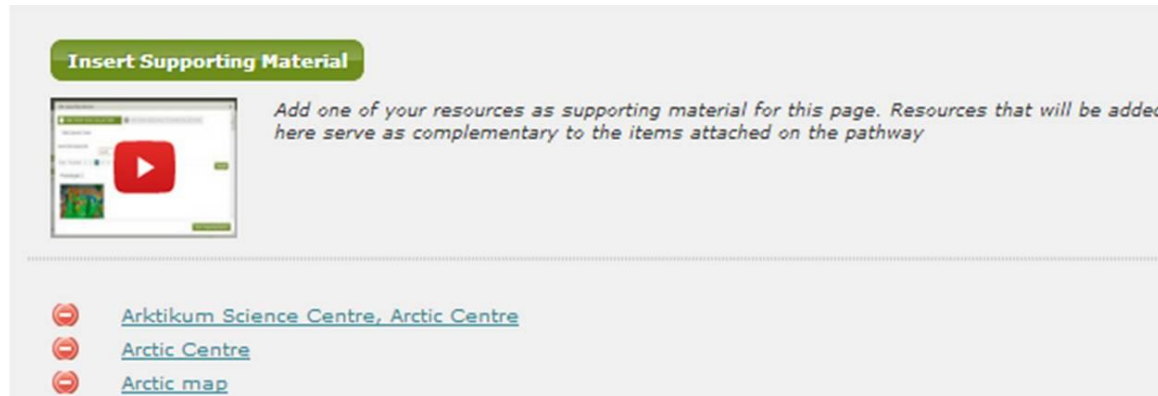


Figure 4.8: Insert Supporting Material in Edit mode



**VISIT
MODE**

Figure 4.9: Supporting materials in Visit mode



EDIT MODE

Title* ⓘ	+ Add Language	
	<input type="text" value="Arctic Livelihoods"/>	<div>English ⓘ - Remove Language</div>
Language* ⓘ	<input type="text" value="English"/> ⓘ	- Remove
	+ Add Language	
Description* ⓘ	+ Add Language - Remove Description	
	+ Add Description	
	<input type="text" value="The educational pathway presents different livelihoods in the Arctic. The focus of the pathway is to understand the challenges related to the sustainable use of the Arctic and its natural resources."/>	<div>English ⓘ - Remove Language</div>

Figure 4.12: Metadata in Edit mode



**VISIT
MODE**

Title: Arctic Livelihoods

Description: The educational pathway presents different livelihoods in the Arctic. The focus of the pathway is to understand the challenges related to the sustainable use of the Arctic and its natural resources.

Language: English

Pathway last saved at : 2013-09-18 06:36:57

Name : Ari Laakso

Email : ari.laakso@ulapland.fi

Typical Age Range: 13-16

Intended End User Role: teacher

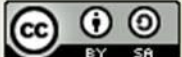


Figure 4.13: Metadata in Visit mode



5 References

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